

Think of a Time

This strategy maximizes classroom participation by helping students explore a concept from multiple perspectives or different points of view based upon their prior knowledge and experiences. It also encourages self examination and metacognition.

Teacher Preparation:

1. Select the issue or concept to be examined.

Lesson Plan:

1. Group students into threes and assign each student a number (1, 2, 3).
2. Have students examine an issue from the point of view of a **participant** and respond individually in writing.
3. Have the students in each group compare their writing products to look for common elements important to the issue. The group lists these common elements.
4. Repeat steps 2 and 3 from the point of view of an **observer**.
5. Repeat steps 2 and 3 from the point of view of a **supporter** (or other perspective appropriate to the issue).
6. Have one student from each group join a new group (1, 2, 3). These students share the common elements of one perspective from the original groups. They evaluate the elements and generate a list of those most critical to the issue being examined.
7. Critical lists are shared and discussed.
8. Students reflect upon what new insights they have developed on the issue.
9. Students further reflect upon themselves as learners and establish a goal for the next time that will help them deepen their engagement in the process.

Adapted from a workshop conducted by Daniel R. Moirao at Fuquay-Varina High School, Wake County Public School System, on September 25, 2008.

Source: Silver, H.R., Strong, R.W., & Perini, M.J. *Tools for Promoting Active In-Depth Learning*, Thoughtful Education Press, 2001

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Round 1

Preliminary Notes
Group Ideas

Round 2

Preliminary Notes
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Round 3

Preliminary Notes
Group Ideas

Putting It All Together

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